

National Congress Bulletin

MARCH 1950

PUBLISHED BY THE NATIONAL CONGRESS OF PARENTS AND TEACHERS • CHICAGO 5 • VOL. 17, NO. 7

Dear Friends:



Mrs. John E. Hayes

TRAVELING back and forth across our nation, I am constantly surprised at the number of people who know very little about the parent-teacher movement. I am amazed that people so seldom recognize the par-

ent-teacher emblem which I wear.

A short time ago an interesting chance acquaintance said to me, "That is a beautiful pin you are wearing. What does it signify?" My reply was, "It symbolizes a deep and abiding concern for children and a year-round program directed toward their wholesome growth and development. It is the parent-teacher association emblem." The answer that came back to me was one I have heard repeated many times within the last few months. "There is a P.T.A. in my town, but I have never heard about any such noble purpose as you stated!" A little later in our discussion my new friend said, "I didn't know it was for men, too."

● Some years ago I attended a pep rally in a high school auditorium. The speaker, a brilliant young man who was later to become famous, told his fellow high school students that a rival team had boasted certain victory. He challenged, "We are charged with lack of school spirit. How about it gang?" A resounding yell threatened the walls and windows. "We've got everything!" It began as a shout and became a chant. "We've got everything! We've got everything!" But the school lost the game.

How about it, fellow leaders? We

know we have well-defined objects; we have skillfully worked out projects and programs; we have sound policies. We have nearly six million members—in fact, we may have six million at this moment if all the dues were in so every member could be counted. We have devoted parents and teachers in our membership, who are willing to do great tasks if children will be benefited. We have talented leaders who are well informed about P.T.A. principles and programs, but not enough of these leaders perhaps. Why do not more people know the purposefulness of our programs?

● In the February issue of the *N.E.A. Journal* I read, "One of the reasons school support is often inadequate or is grudgingly given is that the people are given no part in educational and financial planning. They are asked to accept and approve a budget that they know nothing about. The needs of the schools

are not needs that they have helped to discover and that they want to supply . . .

"There are many evidences that genuine cooperation of school and community in educational matters is increasing in amount and improving in quality. School administrators, classroom teachers, pupils, nonteaching staffs, and the lay public are learning more and more about working together—about its values and about how it can be done."

We know that all this is true. We know that by working together in the P.T.A. parents and teachers have created a great advance in public interest in the schools. But there are far too many people who do not realize *how* this has come about. Far too few people appreciate what the P.T.A. has accomplished for America's children—in the school as well as in the home and the community.

Can it be that we need more and better publicity? Our program has become more effective as our membership has increased because more people have become interested in our schools. By

(Continued on page 2)



A section of the seashore at Long Beach, California, the city in which the National Congress meets for its annual convention on May 22 to 24.

(Continued from page 1)

the same token, as our membership increases still further our program can become a greater influence in American thinking.

● We have set for ourselves a difficult goal: to improve the environment for all children to that point where each can find fulfillment for his most valued talents. We work toward the accomplishment of this goal in many ways, but our efforts become increasingly effective as *more people* are able to accept our goal as a personal responsibility—when more people realize that “there are no outsiders in education.”

We have adequate channels through which to tell all people about our work. The newspapers and the radio have supplemented our “inside” publicity channels, and we should examine with great care the quality of the stories that we release through these media. When we speak to the public, let us be sure that our messages reveal the significance of our program. If we are discussing legislation, financial support of schools, curriculum building, child labor, citizenship, UNESCO, reorganization of the government, principles of child psychology, or the action program for comics, motion pictures, radio, and television, we will enrich the thinking of the parents and teachers who come to P.T.A. meetings, but we cannot change the thinking of the public outside our organization unless we share with them, frankly and forcefully, the knowledge we have gained and show what we expect to accomplish. How about it, parents and teachers?

Faithfully yours,

Mrs. John E. Hayes

Mrs. John E. Hayes, President
National Congress of Parents and Teachers

NATIONAL CONGRESS BULLETIN

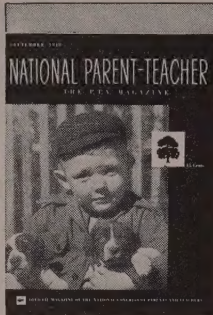
Volume 17 MARCH 1950 Number 7

Published monthly from September through May, bi-monthly June and July, at 600 South Michigan Boulevard, Chicago 5, Illinois, by the National Congress of Parents and Teachers. Subscription price: 30 cents a year. Entered as second class matter September 27, 1946, at the post office at Chicago, Illinois, under the Act of March 3, 1879. Additional entry at Aurora Illinois, December 21, 1939.

NATIONAL CONGRESS OF PARENTS AND TEACHERS

EDITORIAL STAFF

Editor-in-chief: Mrs. Eva H. Grant; assistant editor: Mary Elinore Smith
Editorial assistants: Florence M. Cromien, Mrs. Dorothy Middleton
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AS membership in the 1950 Fifty-or-more Club has risen to 288 P.T.A.'s this month, unusually keen competition has developed among the states for honors in the number of units that have turned in fifty or more subscriptions to the *National Parent-Teacher*. At press time Illinois tops the list with 22 units; Alabama is next with 20 units; and Pennsylvania is in third place with 16 units.

Cloverdale	Montgomery, Ala.	337
Burton	Grand Rapids, Mich.	335
Lewis and Clark Grade	Richland, Wash.	230
Morningside	Atlanta, Ga.	224
Lincoln	Kingsport, Tenn.	212
Monroe	Omaha, Nebr.	208
Gatewood	Seattle, Wash.	201
Central Jr. High	Greensboro, N. C.	193
Hawthorne	Sioux Falls, S. D.	165
Westwood	Cincinnati, Ohio	155
Lindley Elem.	Greensboro, N. C.	153
Robert E. Lee	Birmingham, Ala.	151
Loretta	Montgomery, Ala.	148
Miami Shores	Miami, Fla.	143
Dundalk	Dundalk, Md.	143
Park Hill	No. Little Rock, Ark.	142
Powell	Birmingham, Ala.	131
Frantz H. Coe Elem.	Seattle, Wash.	129
Idlewild	Memphis, Tenn.	120
Lanier High	Montgomery, Ala.	119
Madison	Lakewood, Ohio	119
Garden Homes	Milwaukee, Wis.	116
Roosevelt	Wauwatosa, Wis.	112
Lincoln	Twin Falls, Idaho	111
McPherson	Chicago, Ill.	111
Franklin	Fargo, N. D.	108
Smithfield Ave.	Pawtucket, R. I.	108
Weirton Heights	Weirton, W. Va.	108
Darwin	Chicago, Ill.	107
Mark Twain	Sioux Falls, S. D.	106
West End Elem.	Montgomery, Ala.	105
Sunshine	Springfield, Mo.	105
Robert E. Lee High	Jacksonville, Fla.	104
Wynnton	Columbus, Ga.	102
Eugene Field	Mitchell, S. D.	102
West Reading	West Reading, Pa.	101
Jackson	Kingsport, Tenn.	101
Woodstock	Annisland, Ala.	100
Stanley Hall	Evansville, Ind.	100
East High	Madison, Wis.	100
Locke	Arlington, Mass.	97
Lincoln	Pottstown, Pa.	96
William Fox	Richmond, Va.	96
Windsor	Des Moines, Iowa	95
Fairview	Camden, Ark.	94
Barnard	Washington, D. C.	93
Miller Park	Omaha, Nebr.	93
Andrew Briscoe Elem.	Houston, Texas	92
Washington-Jefferson	Bettendorf, Iowa	91
Theodore Roosevelt	Park Ridge, Ill.	86
Julian Mitchell	Charleston, S. C.	85
Putnam City	Oklahoma City, Okla.	83
Adams Pre-School	Spokane, Wash.	82
Fairfield	Fairfield, Ark.	80
Forrest City	Forrest City, Ark.	80
Greenfield	Detroit, Mich.	80
Elk	Charleston, W. Va.	80
J. C. Harris	Atlanta, Ga.	79
Brackett	Arlington, Mass.	79
McGehee Elem.	McGehee, Ark.	78
Jones	Hot Springs, Ark.	76
Leachville	Leachville, Ark.	76
Lincoln	Dixon, Ill.	76
Brenan	Chicago, Ill.	75

Fifty or More

Kinder	Kinder, La.	75
Gulport High	Gulport, Miss.	75
Walnut Hill	Omaha, Nebr.	75
Edward S. Rhodes	Cranston, R. I.	75
Pine St.	Spartanburg, S. C.	75
Christine	Memphis, Tenn.	75
Lincoln	Wenatchee, Wash.	75
Spencer Park	Hastings, Nebr.	73
Randolph	Lincoln, Nebr.	73
Woodlawn	Birmingham, Ala.	72
John Marshall Elem.	Chicago, Ill.	72
Greenwood	Bessemer, Ala.	71
Rural Jr. High	Birmingham, Ala.	71
Bellinger Hill	Montgomery, Ala.	70
Highland Ave.	Albany, Ga.	70
Newton Bateman	Chicago, Ill.	70
Hunt	Sioux City, Iowa	70
Highland	Meridian, Miss.	70
Minne Lusa	Omaha, Nebr.	70
Brookdale Ave.	Verona, N. J.	70
McIver	Sandford, N. C.	70
Jackson	York, Pa.	70
Miami Beach Elem.	Miami Beach, Fla.	69
Hawthorne	Kansas City, Kans.	68
Bethel Grove	Memphis, Tenn.	68
Sudbury	Blytheville, Ark.	68
Jefferson	Pocatello, Idaho	67
Lincoln	Cedar Rapids, Iowa	67
Jefferson	Fargo, N. D.	67
McKinley	Kentville, Okla.	67
Fort Childrens	Fort Belvoir, Va.	67
Mason	Chicago, Ill.	66
Palatine	Palatine, Ill.	66
Madison	Quincy, Ill.	66
MacDowell	Detroit, Mich.	66
Paxson	Missoula, Mont.	66
Broad Ave.	Albany, Ga.	65
Avondale	Chicago, Ill.	65
Duling	Jackson, Miss.	65
Collax	Pittsburgh, Pa.	65
Cove	Weirton, W. Va.	65
Mount Wolf	Mount Wolf, Pa.	64
Chester	Chester, S. D.	64
Jefferson Pre-School	Tacoma, Wash.	64
Waldo	Waldo, Ark.	63
Rostee	Lake Charles, La.	63
Endion	Duluth, Minn.	63
Picayune Elem.	Picayune, Miss.	63
Madison Ave.	Irvington, N. J.	63
Cedarhurst School No. 5	Cedarhurst, N. Y.	63
Oakville	Oakville, Tenn.	63
Agnes McReynolds	Pensacola, Fla.	62
Dorcy	Dorcy, Mich.	62
Alzheimer	Alzheimer, Ark.	61
Star City	Star City, Ark.	61
Dwight	Fairfield, Conn.	61
Centennial	Evansville, Ind.	61
Franklin Simpson	Franklin, Ky.	61
Jennings	Jennings, La.	61
Randolph	Suffield, Ohio	61
Fifth Ward	Lewistown, Pa.	61
Belle Morris	Knoxville, Tenn.	61
Edgar Allan Poe Jr.	San Antonio, Texas	61
Columbia	Wenatchee, Wash.	61
Sawyer Ave.	Chicago, Ill.	60
Cleveland	Cedar Rapids, Iowa	60
Ruleville	Ruleville, Miss.	60
Grant	Norfolk, Nebr.	60
Winfield Park	Linden, N. J.	60
Beach	Portland, Ore.	60
Cuthrie	Memphis, Tenn.	60
North 36th St.	Milwaukee, Wis.	60
Fincher	Cheyenne, Wyo.	60
Lincoln	Elkhart, Ind.	59
Hubbell	Des Moines, Iowa	59
Wesleyville	Wesleyville, Pa.	59
West Hollywood	West Hollywood, Calif.	58
Longfellow	Boise, Idaho	58
Morgan City High	Morgan City, La.	58
Whitfield Elem.	Jackson, Miss.	58
McKinley	North Platte, Nebr.	58
View Ridge	Seattle, Wash.	58
Beebe	Beebe, Ark.	57
Church St.	East Point, Ga.	57
Elmwood Park	Elmwood Park, Ill.	57
South Hi Mount	Fort Worth, Texas	57
Adams	Jacksonville, Wis.	57
Whittier	Phoenix, Ariz.	56
Hulbert	West Memphis, Ark.	56
Kenwick	Lexington, Ky.	56
Sherouse	Monroe, La.	56
Villa Heights	Charlotte, N. C.	56

MEMBERSHIP IN A P.T.A.



Brookings	Brookings, S. D.	56
Lincoln Jr. High	Salt Lake City, Utah	56
John B. Cary	Richmond, Va.	56
Inglenook	Birmingham, Ala.	55
John B. Saylor	Des Moines, Iowa	55
Minnehaha	Two Harbors, Minn.	55
Longfellow	Scottsbluff, Nebr.	55
Fulton	Hempstead, N. Y.	55
Knightdale	Knightdale, N. C.	55
North Elem.	Winston-Salem, N. C.	55
Wiley	Winston-Salem, N. C.	55
North Industry	Canton, Ohio	55
Garfield	Ponca City, Okla.	55
Kenton	Portland, Ore.	55
Baker	Altoona, Pa.	55
South Park Elem.	Beaumont, Texas	55
Pikeside	Martinsburg, W. Va.	55
John Quincy Adams	Washington, D. C.	54
East Lake	Atlanta, Ga.	54
38th St.	Savannah, Ga.	54
Graceland	Kansas City, Mo.	54
Buckeye	Youngstown, Ohio	54
Park Rose	Portland, Ore.	54
Southmont Mothers Club	Johnstown, Pa.	54
Stanton	Laramie, Wyo.	54
DuVal	Fort Smith, Ark.	53
Malvern Grammar	Malvern, Ark.	53
Joethe	Chicago, Ill.	53
Bunnell	Bunnell, Fla.	53
Washington	Parsons, Kans.	53
Delhi High	Delhi, La.	53
Rockford St.	Mount Airy, N. C.	53
Drake P.T.A.	Drake, N. D.	53
Lincoln	Tulsa, Okla.	53
Columbia	Coatesville, Pa.	53
Highland Park	San Antonio, Texas	53
Shorewood Hills	Madison, Wis.	53
Franklin	West Allis, Wis.	53
Woodrow Wilson	Birmingham, Ala.	52
Hurie	Clarkesville, Ark.	52
Joseph E. Gary	Chicago, Ill.	52
Cyrus H. McCormick	Chicago, Ill.	52
Dubois	Springfield, Ill.	52
Lincoln	LaPorte, Ind.	52
P. A. Capdau	New Orleans, La.	52
Handley	Saginaw, Mich.	52
Madison Ave.	Newark, N. J.	52
Dayton City P.T.A.	Dayton, Tenn.	52
Elma	Elma, Wash.	52
Alta Vista	Cheyenne, Wyo.	52
Orchard Valley	Cheyenne, Wyo.	52
Norwood	Birmingham, Ala.	51
Phillips High	Birmingham, Ala.	51
Warrington	Warrington, Fla.	51
Sylvan Hills	Atlanta, Ga.	51
St. Elmo	Columbus, Ga.	51
Ponce de Leon	Decatur, Ga.	51
Hawthorne	Idaho Falls, Idaho	51
Farnsworth	Chicago, Ill.	51
Silver St.	New Albany, Ind.	51
Alcott	Wichita, Kans.	51
Fairmount	Wichita, Kans.	51
Schulze	Detroit, Mich.	51
Bancroft	Omaha, Nebr.	51
Jackson Heights	Glen Falls, N. Y.	51
Ely	Elyria, Ohio	51
Overlook	Willow Grove, Pa.	51
Central	Watertown, S. D.	51
Fletcher	Beaumont, Texas	51
Gilbert Knapp	Racine, Wis.	51
Lincoln	Casper, Wyo.	51
Park Addition	Cheyenne, Wyo.	51
Barrett	Birmingham, Ala.	50
North Birmingham	Birmingham, Ala.	50
Childersburg	Childersburg, Ala.	50
Baker Elem.	Selma, Ala.	50
Bear Creek	Mount Morrison, Col.	50
Lincoln	Pueblo, Col.	50
West Main St.	Millford, Conn.	50
Bullah Beal	Jacksonville, Fla.	50
Southside Grammar	Jacksonville, Fla.	50
Coral Way Elem.	Miami, Fla.	50
McIntosh	Albany, Ga.	50
North Fulton High	Atlanta, Ga.	50
Jackson	Jackson, Ga.	50
James Madison	Chicago, Ill.	50
John M. Palmer	Chicago, Ill.	50
Ryerson	Chicago, Ill.	50
Roselawn-Edison	Danville, Ill.	50
Culver	Evansville, Ind.	50
School No. 34	Indianapolis, Ind.	50
Fulton	Dubuque, Iowa	50
Longfellow	Iowa City, Iowa	50
Kingley	Waterloo, Iowa	50
McKinley	Coffeyville, Kans.	50
Biloxi High	Biloxi, Miss.	50
Centralia	Centralia, Mo.	50
Linden	Fremont, Nebr.	50
Longfellow	Hastings, Nebr.	50
Henry W. Yates	Omaha, Nebr.	50
Theodore Roosevelt	Scottsbluff, Nebr.	50
Bragaw Ave.	Newark, N. J.	50
Lawrence School No. 1	Lawrence, L. I., N. Y.	50
William Wilson Jr. High	Mount Vernon, N. Y.	50

There are only two requirements to be met by an individual who wishes to become a member of a parent-teacher association. First, he must have an interest in the objectives and purposes of our organization, and second, he must pay his dues.

Although we are grateful to the membership for the financial support that is necessary to promote our active program of service, we realize that too often only the payment of dues is emphasized in enrolling new members. However, we are missing the essential spirit of the P.T.A. unless we strive to develop and make use of the first and more important requisite for membership—an interest in our objectives and our purposes.

It is only through such interest that we can open new horizons, approach new avenues, create helpful programs, and build better relationships. The parent-teacher program is so vital, so timely, so challenging, and so forceful that each member should be able to express his interest by participating in our work.

Therefore, each local unit should ask itself these questions so it can evaluate the interest that is being shown in its various activities, for in this interest lies the power and success of the entire parent-teacher organization.

1. How many members attend regular meetings?

2. How many serve on standing committees?

3. How many subscribe to the *National Parent-Teacher*?

4. How many are enrolled in study groups?

5. How many are willing to serve as officers and leaders?

6. How many will take part in programs? In projects?

7. How many attend district and state meetings?

The national goal for the year ending April 15, 1950, is 6,000,000 memberships. While all reports indicate we should exceed that goal, the united efforts of each individual member, local unit, and state congress are needed to make certain we reach this total. It takes constant and consistent work to keep our numbers growing. There are still uninterested parents, unorganized areas, and many communities where the needs of children are great. We must remember that the citizen child looks to the adults of this generation to show an active interest in his development.

—MRS. WALTER H. BECKHAM
National Chairman
Committee on Membership

Grace	Asheville, N. C.	50
Robersonville	Robersonville, N. C.	50
Franklin	Ardmore, Okla.	50
Horace Mann	Shawnee, Okla.	50
Woodrow Wilson	Shawnee, Okla.	50
Kendall Elem.	Tulsa, Okla.	50
Will Rogers	Tulsa, Okla.	50
Lincoln	Eugene, Ore.	50
Columbus	Erie, Pa.	50
Harding	Erie, Pa.	50
Jefferson	Erie, Pa.	50
St. Andrews	Erie, Pa.	50
Central Elem.	York, Pa.	50
Garfield	Aberdeen, S. D.	50
Garden City	Garden City, S. D.	50
Whittier	Mitchell, S. D.	50
Lincoln	Sioux Falls, S. D.	50
South Sioux	Sioux Falls, S. D.	50
West Jackson	Jackson, Tenn.	50
Volentine	Memphis, Tenn.	50
Training	Murfreesboro, Tenn.	50
Fisher	Corpus Christi, Texas	50
Lida Hooe	Dallas, Texas	50
Blackstone	Blackstone, Va.	50
Ginter Park	Richmond, Va.	50
McCleary	McCleary, Wash.	50
Maple	Seattle, Wash.	50
Finch Preschool	Spokane, Wash.	50

THE AMERICAN RED CROSS

March is 1950 roll call month for the American Red Cross—a very worthy cause. For with the funds contributed by generous men and women it will be possible for this organization to continue its work in relieving pain and suffering. As one of its services in 1949, the Red Cross helped 250,000 people affected by 330 domestic disasters.

Dues Deadline

April 15, 1950, is the deadline for dues to reach the National Office in order to be included in this year's totals. This means that local associations should forward dues to the state office early enough for the latter to get them to the National Office on or before April 15. Help make this a Six Million Parent-Teacher Membership Year by forwarding all dues promptly!

We shall be happy to add the name of your P.T.A. to this list. But first you must send us the following information:

1. The number of subscriptions (50 or more).
2. The date they were forwarded.
3. The name of your P.T.A.
4. Your city and state.
5. The name of your unit president.

Remember your letter must be postmarked not later than March 31, 1950.

ADVANCE INFORMATION • NATIONAL

THEME: *The Citizen Child—His Freedom To Grow*



A view of the belfry at San Juan Capistrano Mission. Founded in 1776, the mission is one of the historic spots near Long Beach.

AFTERNOON

4:00 p.m.

First Presbyterian Church

SUNDAY May 21, 1950

VESPER SERVICE, including Memorial to honorary vice-president, MRS. E. C. MASON, and past national chairman, MRS. L. K. NICHOLSON

MORNING

9:15 a.m.

GENERAL SESSION I

ORGAN RECITAL

PRESIDING: MRS. JOHN E. HAYES, President
PROCESSIONAL

INVOCATION: THE RIGHT REVEREND BERNARD J. DOLAN, Pastor, St. Anthony's Church, Long Beach

9:30 a.m.

GREETINGS

ROY E. SIMPSON, Superintendent of Public Instruction, California

DOUGLAS A. NEWCOMB, Superintendent of Schools, Long Beach

MRS. G. W. LUHR, President, California Congress of Parents and Teachers

RESPONSE

MRS. NEWTON P. LEONARD, First Vice-president

INTRODUCTION OF NATIONAL OFFICERS

ASSEMBLY SINGING

Led by GEORGE CAMPBELL, Song Leader, Cincinnati, Ohio

GREETINGS

ANDREW D. HOLT, President, National Education Association

W. P. PERCIVAL, President, Canadian Federation of Home and School

REPORTS OF COMMITTEES

Credentials
Rules
Program

PRESIDENT'S ADDRESS

MRS. JOHN E. HAYES

REPORT OF TREASURER

RALPH H. OJEMANN

REPORT OF AUDIT

MRS. CHARLES A. SNYDER

REPORT OF COMMITTEE TO NOMINATE OFFICERS

MRS. GERTRUDE E. FLYTE

AFTERNOON

SECTION MEETINGS

2:00 p.m.

SECTION MEETINGS

1. FREEDOM TO GROW IN THE HOME

Presiding: RALPH H. OJEMANN, Treasurer
Speakers: PAUL POPENOE, Director, American Institute of Family Relations
EVELYN MILLIS DUVALL, Executive Secretary, National Council on Family Relations

DISCUSSION

LEADER: (to be announced)

RESOURCE PANEL: National Chairmen

2. FREEDOM TO GROW IN THE SCHOOL

Presiding: HEROLD C. HUNT, Second Vice-president
Speakers: KENNETH E. OBERHOLTZER, Superintendent of Schools, Denver, Colorado
(Speaker to be announced)

DISCUSSION

LEADER: (to be announced)

RESOURCE PANEL: National Chairmen

3. FREEDOM TO GROW IN THE COMMUNITY

Presiding: MRS. NEWTON P. LEONARD, First Vice-president
Speakers: HAROLD C. HAND, Professor of Education, University of Illinois
MRS. ETHEL B. GILBERT, UNESCO Reconstruction Liaison Officer

DISCUSSION

LEADER: (to be announced)

RESOURCE PANEL: National Chairmen

EVENING

7:30 p.m.

GENERAL SESSION II

ORGAN RECITAL

PRESIDING: MRS. JOHN E. HAYES, President

INTRODUCTION OF STATE PRESIDENTS

MUSIC

ADDRESS:

JOHN HARVEY FURBAY, Explorer, Scientist, Educator, Author

DISCUSSION PERIOD

CONVENTION PROGRAM • 1950

Long Beach, California



MORNING	<p style="text-align: center;">TUESDAY May 23, 1950</p>	
	<p>ELECTION OF OFFICERS 8:30 a.m. to 3:00 p.m.</p>	
8:00 a.m. to 9:30 a.m.	<p>CONGRESS CLINICS</p> <ol style="list-style-type: none"> 1. USE OF CONGRESS PUBLICATIONS Leader: MRS. C. C. Clark, Vice-president 2. POLICIES AND PROCEDURES Leader: MRS. ROBERT F. SHANK, Vice-president 3. PROGRAMS Leader: MRS. CLIFFORD N. JENKINS, Vice-president 	<p>4. "HERITAGE OF FREEDOM" Presiding: MRS. CHARLES A. SNYDER, Vice-president MRS. C. C. CLARK, Vice-president Speaker: SALOM RIZK, Lecturer and Author of "Syrian Yankee"</p>
9:45 a.m.	<p>ASSEMBLY SINGING Led by MR. CAMPBELL</p>	<p>DISCUSSION PERIOD</p>
GENERAL SESSION III	<p>PRESIDING: MRS. JOHN E. HAYES, President</p>	
10:00 a.m.	<p>INVOCATION: THE REVEREND REUBEN L. ANDERSON, President, Ministerial Union, Long Beach</p> <p>ADDRESS: "Youth's Responsibility Toward Government" ALEXANDER LANKLER, Law School, Cornell University</p>	
	<p>ADDRESS: PETER H. ODEGARD, Chairman, Political Science Department, University of California, Berkeley</p>	
	<p>DISCUSSION PERIOD</p>	
12:15 p.m.	<p>LUNCHEON: National Life Members</p>	
AFTERNOON		
2:00 p.m.	<p>Sight-seeing trips</p>	
EVENING		
7:00 p.m.	<p>CONFERENCE DINNERS</p>	
	<ol style="list-style-type: none"> 1. "ISLANDS OF BROTHERHOOD" Presiding: MRS. ROBERT F. SHANK, Vice-president MRS. CLIFFORD N. JENKINS, Vice-president Speaker: JAMES MILLAR, Director, Good Citizenship Foundation, Portland, Oregon 	
	<p>DISCUSSION PERIOD</p>	
	<ol style="list-style-type: none"> 2. "COMMUNICATIONS—READ, LOOK, AND LISTEN" Presiding: KNOX WALKER, Vice-president MRS. A. J. NICELY, Vice-president Speaker: JUDITH WALLER, Director of Public Affairs and Education, Central Division, National Broadcasting Company 	
	<p>DISCUSSION PERIOD</p>	
	<ol style="list-style-type: none"> 3. "GROWTH TOWARD HAPPINESS" Presiding: MRS. HOWARD J. MAUGHAN, Vice-president MRS. J. J. GARLAND, Vice-president Speakers: BONARO WILKINSON OVERSTREET, Author, Educator, and Poet HARRY A. OVERSTREET, Philosopher, Educator, and Author 	
	<p>DISCUSSION PERIOD</p>	
MORNING		<p style="text-align: center;">WEDNESDAY May 24, 1950</p>
8:00 a.m. to 9:30 a.m.		<p>CONGRESS CLINICS (continued)</p> <ol style="list-style-type: none"> 1. USE OF CONGRESS PUBLICATIONS Leader: MRS. C. C. CLARK, Vice-president 2. POLICIES AND PROCEDURES Leader: MRS. ROBERT F. SHANK, Vice-president 3. PROGRAMS Leader: MRS. CLIFFORD N. JENKINS, Vice-president
9:45 a.m.		<p>ASSEMBLY SINGING Led by MR. CAMPBELL</p>
GENERAL SESSION IV		<p>PRESIDING: MRS. JOHN E. HAYES, President</p>
	<p>INVOCATION: RABBI L. ELLIOT GRAFMAN, Temple Israel, Long Beach</p>	
10:00 a.m.		<p>LEGISLATION BRINGS FREEDOM</p>
	<p>EDUCATION: E. B. NORTON, National Chairman, Committee on School Education</p>	
	<p>HEALTH: DR. CARL N. NEUPERT, National Chairman, Committee on Health</p>	
	<p>PROTECTIVE SERVICES: MRS. ROLLIN BROWN, National Chairman, Committee on Legislation</p>	
	<p>DISCUSSION PERIOD</p>	
12:00 noon		<p>NATIONAL PARENT-TEACHER MAGAZINE LUNCHEON</p>
AFTERNOON		
2:00 p.m.		<p>ASSEMBLY SINGING Led by MR. CAMPBELL</p>
	<p>GENERAL SESSION V</p>	<p>PRESIDING: MRS. JOHN E. HAYES, President</p>
	<p>PRESENTATION OF NATIONAL CHAIRMEN</p>	<p>REPORT OF PLATFORM COMMITTEE</p>
	<p>ADDRESS: (Speaker to be announced)</p>	
EVENING		
7:30 p.m.		<p>ORGAN RECITAL</p>
	<p>GENERAL SESSION VI</p>	<p>PRESIDING: MRS. JOHN E. HAYES, President</p>
	<p>MUSIC: California Mothersingers</p>	
	<p>ADDRESS: CLARK G. KUEBLER, President, Ripon College, Wisconsin</p>	
	<p>INSTALLATION OF OFFICERS</p>	
	<p>RECESSIONAL</p>	
10:00 p.m.		<p>INFORMAL RECEPTION</p>

—Are YOU Literate?—

OF course you can read and write.

But now that you are an active leader in the affairs of one of the largest organizations in the country, are you a learned person in the parent-teacher field? Do you read the *National Congress Bulletin* through from beginning to end as it comes to you each time? If you do, then you are literate in the current events of the P.T.A.

It is the newsheet of the Congress, and through its columns local associations have the chance to follow what their national president is doing; what, indeed, she is thinking; and what she sees in the way of immediate parent-teacher needs and duties as she goes about the country. Through the *Bulletin*, action taken nationally becomes known in every P.T.A.-man's town; and through it the successful achievements of one association may become the stimulus for similar attempts in the 33,394 other communities in the United States now touched by the organization.

More Literates Needed

Although the *National Congress Bulletin* usually goes directly into the hands of local presidents and is paid for out of local dues, other officers and committee chairmen may have subscriptions for only thirty cents a year. If several of these were provided by the association, surely there would be a more informed group in the administration of P.T.A. affairs. However, far wider use can be made of the *Bulletin* through thoughtful sharing of the president's copy.

Do special committees ever see the sections describing national decisions that affect them? Do the action plans that are worked out so carefully by small, selected groups from the National Board ever reach the local people who can make the suggestions become actions instead of mere plans? Do program chairmen ever have the chance to pore over the section telling about other P.T.A.'s? If an association receives only one copy, then the president has a

multiple responsibility to spread the news and information in each issue.

Current Events Not All

Knowledge of the P.T.A. world today is not enough to make a well-grounded leader. There is need to have a clear and basic concept of the past—not a sentimental dwelling on the long ago but an understanding based on fact and an interpretation of what that fact means. During this past year the National Congress of Parents and Teachers has published a book that will give

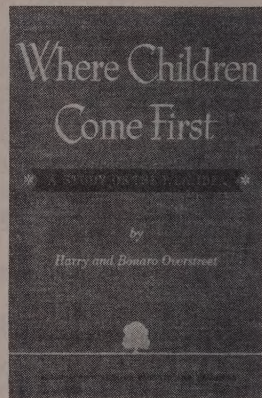
you that kind of concept. The book *Where Children Come First: A Study of the P.T.A. Idea* was written jointly by Dr. and Mrs. Overstreet—Bonaro, whose most inspiring messages in the *National Parent-Teacher* magazine are now almost tradition; and Harry, who has attained greater fame than ever by his book *The Mature Mind*, which is now the best seller in the nonfiction field.

A Bookshelf "Must"

No P.T.A. ought to close its financial report this year without showing an item of \$3.00 for a copy of *Where Children Come First* for its bookshelf. Probably there should be an item of \$6.00 so that one copy could be presented to the principal or superintendent. Or if there's a school library, the item could well be \$9.00. All state offices sell copies. *Where Children Come First* traces much of the development of the P.T.A., clearly indicating its cultural and social place in American life.

This is the time of year when parent education study groups flourish. Monthly guidance comes from the *National Parent-Teacher*. All-year-round helps are found in *Study-Discussion Group Techniques for Parent Education Leaders*. Professional workers say it is one of the finest publications of its kind. And don't miss seeing the brochure *Together, Let Us Build*. It's all about the proposed new P.T.A. headquarters building in Chicago.

—MRS. JAMES C. PARKER
National Chairman
Committee on Congress Publications



• 1950 NATIONAL CONVENTION • Long Beach, California • May 22-24

HOTEL RESERVATIONS

DELEGATES to the national convention should make arrangements at once for hotel accommodations. The first step is to write to the office of the state congress for an official application form. This application, together with a \$5.00 deposit (send check or money order, not cash), should be mailed promptly to Mrs. J. S. Bruce, Housing Chairman, 1950 Convention of the National Congress of Parents and Teachers, Municipal Auditorium, Long Beach 2, California.

It will be of great assistance to the housing chairman if each delegate follows these suggestions: (1) Indicate not merely your first choice of hotel but also your second and third. (2) Give clearly the names and addresses of all persons for whom reservations are being made. (3) State the exact date and hour of your arrival and the exact date and approximate hour of your departure. It will be necessary to share a room, since practically no single rooms are available.

The following list of room rates in hotels that have been suggested for our use will appear also on your application form:

Hotel	Doubles	Twins	Triples	Suites
Wilton (official headquarters)	\$6.00-\$12.00	\$7.00-\$14.00	\$10.00-\$16.00	\$18.00-\$25.00
Alexander	3.00- 5.00	5.50- 6.00	3.50- 5.00	6.50- 8.50
De Luxe	3.00- 4.00	4.00- 5.00	4.00- 6.00	—
Del Mar	2.50- 4.00	—	4.00- 6.00	4.50- 7.00
El Mirador*	5.00- 8.00	—	—	—
Lafayette	6.00- 12.00	7.00- 14.00	9.00- 16.00	14.00- 25.00
Robinson	5.00- 8.00	6.00- 10.00	7.50- 12.50	12.00- 16.00
Single apts. Double apts. Triple apts.				
Villa Riviera**	6.00- 12.00	6.00- 12.00	9.00- 14.00	12.00- 17.00 18.00-25.00

* Thirty-unit motel five blocks east of the auditorium.

** Two-, three-, and four-room apartments, with kitchen.

PLAN OF ACTION POINTERS FROM...



The Citizen Child-

HIS DESTINY,
A FREE WORLD



National Chairmen

A Message from the Steering Committee

This month the steering committee presents material and suggestions from three of our national chairmen. Since our entire program is geared to the development and growth of the citizen child, these chairmen are emphasizing ways to implement the administration theme in their respective fields.

Along with this supplementary material we present three pertinent questions for general discussion. Write these questions on a blackboard or on a large placard. If time permits, discuss them during your meeting. If not, ask your members to make a note of them, and talk about them informally whenever they get together.

1. How are **my** home, **my** school, and **my** community cooperating to give my child the religious education that will enable him to become a good citizen?
2. How is **my** community meeting the changes in family living today?
3. Is **my** association doing all it can to provide learning experiences for parents of preschool children?

Are you finding help in the "Plan of Action," which appeared on pages 5-8 in the November 1949 Bulletin? How are you using it? We welcome your comments, and we hope you will let us hear from you.

Mrs. NEWTON P. LEONARD, *Chairman*
Steering Committee on the Administration Theme

CHARACTER AND SPIRITUAL EDUCATION



Mrs. Hall

PROBABLY there has never been an epoch in world history like the present. Today the character of all people must be raised to a higher and more brotherly plane if we are to have the permanent peace necessary in providing a better life for children everywhere. We must find our way out of the tangled snarl of world-wide events along the lines of human character.

Neither potential might nor scientific advancement can make a nation great. From such a realization has grown the continuing emphasis on moral and spiritual values. To

achieve this emphasis throughout the nation the Committee on Character and Spiritual Education offers the following suggestions for inclusion in P.T.A. plans, programs, or discussions:

1. Encourage parents to (a) accept their dual responsibility for setting an example of conduct based on religious teachings and for providing a more direct form of spiritual guidance; (b) affiliate with a church, and make churchgoing a family affair; and (c) establish the family habit of discussing the importance of desirable traits, such as honesty, loyalty, and diligence.
2. Do your share toward developing church programs designed to meet family needs, and help parents to become better teachers of religion.
3. Urge school administrators to place emphasis on character building and spiritual education in assembly programs, extra curricular activities, holiday observances, and classroom work.
4. Take an active interest in teachers and teaching and do everything possible to (a) utilize the knowledge gained by exchange teachers in foreign countries and to develop fellowship with the exchange teachers who come to our country, (b) assist in teacher recruitment programs, (c) help to secure teachers who are competent to inspire pupils as well as to teach them, and (d) treat teachers with the same respect shown to members of other professions.
5. Cooperate in the showing of films and filmstrips concerned with the building of character.
6. Encourage school and community librarians to see that a good supply of nondenominational, well-illustrated, and well-written books in the field of character and spiritual education is available to school children.
7. Show respect in programs and activities for all religions and the members of all religious groups in the community, and participate in community-wide interfaith services and in projects that will build understanding among all citizens.
8. Emphasize the ideals of world community and world citizenship.
9. Support and publicize the United Nations and its specialized agencies. Try to arouse community interest in the world-wide scope of their achievements, for in these achievements lies our surest hope for abiding peace.

—Mrs. R. V. Hall

(Continued on page 8)

HOME AND FAMILY LIFE



Dr. Prevey

THE administration theme presents a double challenge. First of all it means we must think of children as respected citizens and work toward their optimum growth and development so they may make their full contribution to society wherever they are or whatever age they may be. Secondly, we must help to make the dream of a free world come true.

It is important for us to realize and to remind ourselves many times that a free world starts with free communities. Only when each community is strong in terms of freedom and respect for the dignity of every human being, when the community is integrated into the state and nation, and the nation is integrated into the world shall we reach our goal of a better life for all people.

For home and family life chairmen this theme suggests many opportunities for worth-while programs and projects designed to bring about improved home living. Here are only a few suggestions:

1. Encourage parents to learn more about children and the development of satisfactory relationships within the home and outside of it.
2. Encourage friendliness toward others in the neighborhood, and foster respect for other people's way of living and their beliefs, even though they may be different from our own.
3. Help all people in the community to learn more about the basic food, clothing, and shelter needs of the family. Work to insure for all people the minimum standards for food, clothing, and housing that are compatible with good health and decency.
4. Work toward the improvement of community ordinances that regulate safety, housing, water supply, and sewage and refuse disposal in order to eliminate conditions that are incompatible with standards of health and decency.
5. Cooperate with legislation committees in obtaining passage of measures that will have a stabilizing effect on family life, such as the Local Public Health Units Act of 1949, and promote health education.
6. Promote a program to help develop a greater respect for families in other countries.
7. Help people to know and use the resources of their communities. Encourage them to work for and to support those resources that are valuable to children and to good family living, such as adequate schools, good libraries, the community chest, guidance services, family service agencies; and character group programs.
8. Appoint committees to call on families that are new in the community and on families that need help and encouragement.

—Dr. Esther E. Prevey

PRESCHOOL



Mrs. Weigle

THE very words "The Citizen Child: His Destiny, a Free World" should present an impelling challenge to all men and women concerned with the rearing and guidance of children, particularly to those who are working in the preschool area.

Recent studies indicate that it is during the early years of life that fundamental precepts are acquired and attitudes are largely established. As we plan more comprehensive programs for preschool groups we must recognize that parents are the first and greatest teachers. Consequently preparation for parenthood is a necessity, for parents must develop in themselves the qualities they hope to see reflected in their children.

1. The young child starts his life in his home. Therefore this basic institution should be carefully scrutinized and evaluated to make certain that democratic ideals and values attract each impressionable young mind.
2. The power of the nation depends upon the health of each citizen child, and good health starts with prenatal care. P.T.A.'s should work for the establishment of prenatal clinics where none exist and should do all within their power to safeguard the mental and physical growth of children.
3. Appreciation for human values is a point pertinent to the preschool field. In the home children learn basic attitudes toward other peoples and nations. Friendliness and cooperation must first be exemplified in the home if these qualities are to be projected into the larger community when the preschooler graduates into wider social contacts.

Not one of the nearly six million P.T.A. members in our 33,395 associations needs to feel awed by the aforementioned responsibilities. There is ample counsel and guidance available. Leaders in every area of parent-teacher work are cooperating with professional experts in establishing study courses for parents of preschool children.

For years the *National Parent-Teacher* magazine has provided sound and authoritative courses in this important field. The preschool study course in the current volume was the first to be directed by a doctor who is a psychiatrist as well as a pediatrician. If your preschool members have not been enrolled in a preschool study course, decide now to make such a course one of your major P.T.A. projects for 1950-51, and plan to use as your text the new series of preschool study course articles and outlines that will be published in the *National Parent-Teacher*, beginning in September 1950.

"The Citizen Child: His Destiny, a Free World" is truly an inspiring theme. Let us all do our part to keep his world free and his destiny secure.

—Mrs. Keith E. Weigle

Let's Meet at the
NATIONAL CONVENTION

May 22, 23, 24, 1950

Long Beach, California